

TEACHING ENGLISH-SPANISH COGNATES USING THE TEXAS 2x2 PICTURE BOOK READING LISTS

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ABSTRACT

English-Spanish cognates are words that possess identical or nearly identical spellings and meanings in both English and Spanish as a result of being derived mainly from Latin and Greek. Of major importance is the fact that many of the more than 20,000 cognates in English are academic vocabulary words, terms essential for comprehending school texts.

The Texas 2x2 Reading List is a list of recommended reading books for children ranging in ages from pre-school to the early primary grades. The list is published yearly by the Children's Round Table, a division of the Texas Library Association.

*The books that comprise the Texas 2x2 Reading List are a rich source of vocabulary and contain many English-Spanish cognates. Teachers can use the Texas 2x2 picture books to create a cognate vocabulary lesson that can be taught as a companion to a picture book read-aloud. The purpose of this paper is to present some of the different types of cognate vocabulary lessons that may be created to accompany a picture book read-aloud. The lessons are based on the morphological and spelling regularities between English and Spanish cognates and can be used to teach students how to convert words from one language to another. Examples of the different types of regularities and the Texas 2x2 books that contain them are included, as is an example cognate vocabulary lesson plan to accompany the picture book, *Oddrey* (Whamond, 2012).*

Latino English Language Learners (ELLs) enter U.S. schools halfway on the road to bilingualism and bi-literacy by virtue of having acquired their native Spanish language at levels comparable to the levels of English reached by their native English-speaking peers. Whether or not they become fully fluent and literate in English and Spanish will depend on the language education they receive. When teachers follow an enriched curriculum that supports the simultaneous learning of both English and Spanish, Latino ELLs can thrive and become bilingual and bi-literate, able to read, write, listen, and speak both languages. Unfortunately, the prevalent curriculum is not designed to encourage the development of bilingualism or bi-literacy. The prevailing curricular trends foster English-only policies that have muted the sounds of bilingualism and dimmed the promise of bi-literacy (Menken, 2013).

To promote bilingualism and bi-literacy requires that teachers employ vocabulary-building strategies that tap into the rich linguistic backgrounds that Latino ELLs possess. Strategies that build upon their pre-existent knowledge enable Latino ELLs to engage with literacy more effectively than those that ignore or denigrate their language backgrounds (Cummins, 2005). The purpose of this paper is to introduce bi-literacy-building strategies grounded in the stout Spanish language foundation Latino ELLs have acquired in the home. Specifically, the strategies and

activities we put forth feature English-Spanish *cognates* taught in the context of picture book read-alouds in the early primary grades.

ENGLISH-SPANISH COGNATES

English-Spanish cognates are words that possess identical or nearly identical spellings and meanings in both languages. The English word, “situation,” and the Spanish word, *situación*, are cognates, as are “vocabulary,” and *vocabulario*. Because so many English and Spanish words are derived from Latin, there are more than 20,000 such cognates. In addition to their large numbers, cognates are important because the great majority of them are academic vocabulary terms. In classroom texts, many of the boldface words and the terms in glossaries are cognates (Carlo, August, McLaughlin, Snow, Dressler, Lippman, & White, 2008). More than 70% of the 570 words on the Academic Word List (Coxhead, 2000) are English-Spanish cognates (Hiebert & Lubliner, 2008). Furthermore, the subject terms that comprise the Dewey Decimal System are almost all cognates (Montelongo, 2011).

For decades, language educators have advocated for using cognates to teach native Spanish speakers learning English (e.g., Corson, 1997; Johnston, 1941). Experts suggest teaching cognates because the English and Spanish word equivalents so resemble each other. Empirical evidence, too, has shown that cognate instruction benefits Latino ELLs (Jiménez, 1997). Lubliner and Hiebert (2011) observed that cognates bestow Latino ELLs with “funds of knowledge” that privileges them over English-only peers in the learning of academic language. The learning of cognates can be an important bridge to academic language that advantages Latino ELLs by enriching their language proficiency (Hernández, Montelongo, & Herter, in press).

TEACHING COGNATES THROUGH PICTURE BOOK READ-ALOUDS

Picture books are excellent for building vocabulary (Beck, McKeown, & Kucan, 2002; 2008). They are a rich alternative to basal readers, which focus mainly on basic sight words. Picture book read-alouds are time-honored vehicles for introducing vocabulary to primary school-aged children (e.g., Dickinson & Smith, 1994). Picture books are also an especially good source for English-Spanish cognates (Montelongo, Durán, & Hernández, 2013). In that study, picture books written in English averaged approximately 20 cognates per book, a number large enough to sustain an English-Spanish cognate vocabulary picture curriculum.

When using picture book read-alouds for instruction, it is essential that teachers know which vocabulary words to teach. Beck, McKeown, and Kucan (2002; 2008) created a three-tiered system for selecting the vocabulary words for instruction from picture books. In their system, Tier One words are those such as *book*, *house*, and *banana* which require little if any direct instruction as a result of having been learned through experiences at home or through parental instruction. Tier Two words are “adult-like” words that children know conceptually, but which require direct instruction. For example, the words, *fast* and *rapid* have similar meanings. “Fast” is a Tier One word that children already know from home. “Rapid” is its Tier Two synonym whose meaning may be taught through direct instruction as part of a read-aloud vocabulary activity. Tier Three words are those discipline-specific vocabulary words which require direct instruction when their meaning is important for comprehension of the text.

In their seminal books, Beck, McKeown and Kucan (2002; 2008) provided lists of Tier Two words culled from common picture books to illustrate their concept of such words. An analysis of the Beck, et al. (2002; 2008) lists revealed that more than half of the words on both of the lists were English-Spanish cognates (Montelongo, et al., in press).

ENGLISH-SPANISH COGNATES AND THE TEXAS 2X2 PICTURE BOOK READING LISTS

Expert teachers choose quality picture books for their read-alouds (Fisher, Flood, Lapp, & Frey, 2004). One source for quality picture books is the Texas 2x2 Reading List, a project of the [Children's Round Table](#), a unit of the Texas Library Association. The list has been published yearly since 2000 in an effort to promote free voluntary reading through high quality picture books, professional development, and engaging programs (Texas Library Association [TLA], 2015). Each yearly list contains 20 picture books appropriate for age 2 to second grade children.

There are many English-Spanish cognates in the Texas 2x2 picture books that may be taught through picture book read-alouds. For the present paper, 113 picture books were analyzed for their English-Spanish cognate content. The average number of cognates in the Texas 2x2 books was 24.74 cognates per book, more than enough words with which to create effective vocabulary lessons.

COGNATE MINI-LESSONS THROUGH READ-ALOUDS

English-Spanish cognates can be used to teach Latino ELLs about the connections between the language they are learning (English) and the language they already know (Spanish). Through carefully planned lessons or mini-lessons, Latino ELLs can learn English, Spanish, and the relationships between them. By studying and learning the similarities and differences between English and Spanish terms, especially those related to morphology and spelling, Latino ELLs can learn to make meanings of unknown words in either language, as well as generate words in either language in order to communicate their thoughts and ideas.

Many English-Spanish cognates are the Tier Two academic vocabulary words necessary for success in school. The Texas 2x2 picture books are comprised of many Tier Two words, examples of which may be seen in Table 1. For instance, the picture book, *Creepy Carrots!* (Reynolds, 2012), contains such rich cognate vocabulary terms as: league/*liga*; passion/*pasión*; and sinister/ *siniestro*, that can be taught through a read-aloud.

Table 1

Tier Two English-Spanish Cognates from the Texas 2x2 Picture Books

Picture Books	Tier Two Cognate Vocabulary Words
<i>The Circus Ship</i>	apparently/ <i>aparentemente</i> ; honest/ <i>honesto</i> ; possibly/ <i>posiblemente</i> ; rescue/ <i>rescatar</i> ; risky/ <i>riesgoso</i> ; rumor/ <i>rumor</i> ; sincere/ <i>sincero</i>
<i>Creepy Carrots</i>	imagination/ <i>imaginación</i> ; league/ <i>liga</i> ; notice/ <i>noticia</i> ; passion/ <i>pasión</i> ; regular/ <i>regular</i> ; ridiculous/ <i>ridículo</i> ; sinister/ <i> siniestro</i> ; victory/ <i>victoria</i>
<i>Iguanas in the Snow and Other Winter Poems</i>	abundant/ <i>abundante</i> ; adornment/ <i>adorno</i> ; anxious/ <i>ansioso</i> ; aroma/ <i>aroma</i> ; ode/ <i>oda</i> ; savor/ <i>saborear</i> ; spiral/ <i>espiral</i> ; survive/ <i>sobrevivir</i> ;
<i>In the Wild</i>	affection/ <i>afecto</i> ; bandit/ <i>bandido</i> ; delicate/ <i>delicado</i> ; distant/ <i>distante</i> ; ordered/ <i>ordenado</i> ; ordinary/ <i>ordinario</i> ; pave/ <i>pavimentar</i> ; silently/ <i>silenciosamente</i> ;
<i>Little Dog Poems</i>	breeze/ <i>brisa</i> ; enormous/ <i>enorme</i> ; lesson/ <i>lección</i> ; mystery/ <i>misterio</i> ; obedience/ <i>obediencia</i> ; sentinel/ <i>centinela</i> ; supervise/ <i>supervisar</i> ; triumph/ <i>triumfo</i>
<i>LMNO Peas</i>	acrobat/ <i>acrobata</i> ; explorer/ <i>explorador</i> ; inventor/ <i>inventor</i> ; pose/ <i>pose</i> ; unique/ <i>único</i> ; volunteer/ <i>voluntario</i> ; voter/ <i>votante</i> ; yogi/ <i>yogui</i>
<i>Oddrey</i>	appear/ <i>aparecer</i> ; appreciate/ <i>apreciar</i> ; decide/ <i>decidir</i> ; improvise/ <i>improvisar</i> ; save/ <i>salvar</i> ; situation/ <i>situación</i> ; supervise/ <i>supervisor</i> ; suppose/ <i>suponer</i>
<i>Pocketful of Posies</i>	compare/ <i>comparar</i> ; dame/ <i>dama</i> ; fine/ <i>fino</i> ; mend/ <i>remendar</i> ; rare/ <i>raro</i> ; reason/ <i>razón</i> ; surely/ <i>seguramente</i> ; tart/ <i>tarta</i> ; trot/ <i>trotar</i>
<i>The Three Ninja Pigs</i>	balance/ <i>balancear</i> ; basic/ <i>básico</i> ; crescent/ <i>crescente</i> ; degree/ <i>grado</i> ; persist/ <i>persistir</i> ; progress/ <i>progreso</i> ; retreat/ <i>retirar</i> ; suffer/ <i>sufrir</i> ; technique/ <i>técnica</i> ;
<i>The Ugly Duckling</i>	admit/ <i>admitir</i> ; autumn/ <i>otoño</i> ; confusión/ <i>confusión</i> ; cruelty/ <i>crueldad</i> ; disgrace/ <i>desgracia</i> ; exhausted/ <i>exhausto</i> ; harmony/ <i>armonía</i> ; pure/ <i>puro</i> ;
<i>A Visitor for Bear</i>	attentive/ <i>atento</i> ; exclaim/ <i>exclamar</i> ; firmly/ <i>firmemente</i> ; impressive/ <i>impresionante</i> ; insufferable/ <i>insufrible</i> ; intolerable/ <i>intolerable</i> ; rigid/ <i>rígido</i> ;

English words frequently share the same morphology as Spanish words because of these languages' roots in Latin and Greek. This makes it possible for teachers to craft mini-lessons to accompany picture books that teach specific Latin and Greek root words for making transparent the

relationships between English words and their Spanish cognates. Examples of shared root words may be seen in Table 2. In the picture book, *I Stink!* (McMullan, 2002), the root word, *-ject-* (to throw), carries the same meaning in the English word, *eject*, as in its Spanish cognate, *eyectar*. This morphological generalization or rule may be extended to other such examples through rule-induction mini-lessons using such cognate pairs as: *inject/inyectar* and *project/proyectar*. Anchor charts of these generalizations or rules may be posted on classroom walls around the room to further reinforce the learning of the generalizations (Hernández, Montelongo, Delgado, Holguín & Carmona, 2014).

Table 2
Examples of Latin and Greek Root Words in the Texas 2x2 Award Picture Books

Picture Books	Root	Meaning	English Cognate	Spanish Cognate
<i>Iguanas in the Snow and Other Winter Poems</i>	-ling-	language	bilingual	<i>bilingüe</i>
<i>Diary of a Worm</i>	-anni-	year	anniversary	<i>aniversario</i>
<i>LMNO Peas</i>	-astro-	star	astronaut	<i>astronauta</i>
<i>I Dare You Not to Yawn</i>	-uni-	one	universe	<i>universo</i>
<i>Digger, Dozer, Dumper</i>	-spect-	see	inspect	<i>inspeccionar</i>
<i>The Perfect Nest</i>	-tract-	pull	tractor	<i>tractor</i>
<i>Birds</i>	-tele-	distant	telephone	<i>teléfono</i>
<i>Dog in Boots</i>	-magn-	great	magnificent	<i>magnífico</i>
<i>A Balloon for Isabel</i>	-equ-	equal	equal	<i>igual</i>
<i>Z Is for Moose</i>	-phon-	sound	xylophone	<i>xilófono</i>
<i>Edwin Speaks Up</i>	-sect-	cut	section	<i>sección</i>
<i>The Three Ninja Pigs</i>	-gress-	go	progress	<i>progreso</i>
<i>Super Hair-O and the Barber of Doom</i>	-photo-	light	photon	<i>fotón</i>
<i>Duck on a Bike</i>	-ped-	foot	pedal	<i>pedalear</i>
<i>I Stink!</i>	-ject-	throw	eject	<i>eyectar</i>
<i>Step Gently Out</i>	-chrys-	gold	chrysalis	<i>crisálida</i>
<i>The Astonishing Secret of Awesome Man</i>	-therm-	heat	thermometer	<i>termómetro</i>
<i>Fox Makes Friends</i>	-clar-	make clear	declare	<i>declarar</i>
<i>Here Comes Mother Goose</i>	-contra-	opposite	contrary	<i>contrario</i>
<i>Creepy Carrots!</i>	-rid-	laugh	ridiculous	<i>ridículo</i>

The cognates in the Texas 2x2 books can also be excellent springboards for teaching morphological generalizations about suffixes that govern the conversion of English words to Spanish words (and vice-versa). Some of the suffix rules in Texas 2x2 books are listed in Table 3. For example, English cognate adverbs that end in the suffix, *-ly*, can frequently be converted into the Spanish cognate adverbs ending in the suffix, *-mente*. This generalization may be seen in the English-Spanish cognate pair, *sincerely/sinceramente*, from *In the Wild* (Elliott, 2013).

Table 3

Examples of Cognate Morphological Regularities from Texas 2x2 Award Books.

Picture Book	Morphological Regularity	Examples from Book
<i>Shark vs. Train</i>	-ant→-ante	distant→ <i>distante</i>
<i>The Neighborhood Mother Goose</i>	-ary→-ario	contrary→ <i>contrario</i>
<i>Come On, Rain!</i>	-ect→ecto	insect→ <i>insecto</i>
<i>Hunter's Best Friend at School</i>	-ed→-ado	ruined→ <i>arruinado</i>
<i>Little Dog Poems</i>	-ence→-ancia	obedience→ <i>obediencia</i>
<i>The Astonishing Secret of Awesome Man</i>	-gy→-gía	energia→ <i>energía</i>
<i>Dog in Boots</i>	-ic→-ico	fantastic→ <i>fantástico</i>
<i>Me...Jane</i>	-ical→-ico	magical→ <i>mágico</i>
<i>A Visitor for Bear</i>	-id→-ido	rigid→ <i>rígido</i>
<i>Beautiful Blackbird</i>	-ist→-ista	artist→ <i>artista</i>
<i>The Astonishing Secret of Awesome Man</i>	-ity→-idad	identity→ <i>identidad</i>
<i>Digger, Dozer, Dumper</i>	-ive→-ivo	massive→ <i>masivo</i>
<i>In the Wild</i>	-ly→-mente	sincerely→ <i>sinceramente</i>
<i>Punk Farm</i>	-ment→-mento	cement→ <i>cemento</i>
<i>The Ugly Duckling</i>	-ous→-oso	glorious→ <i>glorioso</i>
<i>Creepy Carrots!</i>	-sion→-sión	passion→ <i>pasión</i>
<i>Bats at the Beach</i>	-tion→-ción	lotion→ <i>loción</i>

In addition to morphological generalizations, there are also spelling generalizations that can be learned for converting English words to Spanish words and the converse. These may be seen in Table 4. For example, many English words containing double consonants become Spanish words with a single consonant as in the cognate pair, *suffer/sufrir*, in *The Three Ninja Pigs* (Schwartz, 2012). Similarly, the */ch/* in English words is frequently converted to */k/* as in the cognate pair, *champion/campeón*, from the book, *I Know a Wee Piggy* (Norman, 2012).

Table 4
Examples of Cognate Spelling Regularities from the Texas 2x2 Books

Picture Book	Spelling Regularity	Examples from Book
<i>Round Is A Tortilla: A Book of Shapes</i>	cc→c	accompany→acompañar
<i>Punk Farm</i>	dd→d	middle→medio
<i>The Three Ninja Pigs</i>	ff→f	suffer→sufrir
<i>Duck & Goose</i>	gg→g	suggest→sugerir
<i>Step Gently Out</i>	ll→l	pollen→polen
<i>Actual Size</i>	mm→m	mammal→mamífero
<i>Diary of a Worm</i>	nn→n	anniversary→aniversario
<i>Oddrey</i>	pp→p	suppose→suponer
<i>The Three Ninja Pigs</i>	ss→s	progress→progreso
<i>The Black Rabbit</i>	tt→t	attack→atacar
<i>I Know a Wee Piggy</i>	ch→k	champion→campeón
<i>Little Dog Poems</i>	ph→f	triumph→trunfo
<i>The Circus Ship</i>	th→t	python→pitón
<i>Gracias~Thanks</i>	sc→esc-	scene→escenario
<i>Dog in Boots</i>	sk→esq-	ski→esquí
<i>One Dark Night</i>	sp→esp-	spy→espiar
<i>My Blue Is Happy</i>	st→est-	statue→estatua

There are also word-initial generalizations or rules that can be used to convert an English word into its Spanish cognate, and Spanish words into English ones. Teachers of Latino ELLs often remark about the tendency the students have for adding an extra syllable at the beginning of English words having word-initial digraphs. A frequent example of this is found in the pronunciation of the word, “stop,” which is mispronounced as “estop.” Examples which follow that particular word-initial rule are given in Table 4. These are the English words: *ski*, *spy*, and *statue*, which are the cognates of Spanish words possessing an extra syllable: *esquí*, *espiar* and *estatua*.

Anchor charts containing this and other word-initial, word-ending, and spelling generalizations may be used to teach and reinforce the mini-lessons. Through such useful mini-lessons, Latino ELLs can learn to convert unknown or problematic words into English or Spanish words that logically fit the context, all the while becoming better spellers. The converse is also true. Latino ELLs can generate words or spellings that approximate English or Spanish words they have not encountered by using their knowledge of these generalizations.

A SAMPLE MINI-LESSON: *ODDREY* (WHAMOND, 2012)

Montelongo, Hernández, and Herter (in preparation) have presented a format for creating cognate mini-lessons to accompany picture book read-alouds. The format includes the storyline as well as the content and language objectives of the mini-lesson, the major theme(s) of the picture book, and a step-by-step section for delivering the mini-lesson. A complete example of such a mini-lesson for the Texas 2x2 Award picture book, *Oddrey* (Whamond, 2012) is presented in Figure 1.

Picture Book – <i>Oddrey</i> (Whamond, 2012)	Reading Level – 2.3 (AR Book Finder™)
Audience: Primary Students, grades 1-3.	
Storyline: Oddrey is different from her classmates. Her creativity and individuality are often frowned upon by her teacher and peers and she often feels alone. For the school play, Oddrey is given one of the lesser roles, much to her dismay. When things begin to go wrong, however, Oddrey uses her creative mind to save the day.	
Main Idea(s): Persons have to be true to themselves, no matter what the situation. Strive to make the best of unfavorable situations.	
Content Objective: To introduce young learners to being true to themselves and to make the best of unfavorable situations.	
Language Objective (1): To teach the cognate vocabulary words: appear/ <i>aparecer</i> , appreciate/ <i>apreciar</i> , decide/ <i>decidir</i> , improvise/ <i>improvisar</i> , situation/ <i>situación</i> , style/ <i>estilo</i> , suppose/ <i>suponer</i> , and unique/ <i>único</i> .	
Language Objective (2): To teach the suffix generalization, English /-ly/ = Spanish /-mente/ apparently/ <i>aparentemente</i> , differently/ <i>diferentemente</i> , really/ <i>realmente</i> , and uniquely/ <i>únicamente</i> ,	
Language Objective (3): To teach the spelling objective that double consonants in English words often become single consonants in Spanish: appear/ <i>aparecer</i> , appreciate/ <i>apreciar</i> , class/ <i>clase</i> , different/ <i>diferente</i> , and suppose/ <i>suponer</i> .	

Figure 1. Plan for *Oddrey* (Whamond, 2012).

Oddrey tells the story of a young schoolgirl who is different from everyone else in her classroom. According to her father, “she dances to the beat of a different drum.” In the story, Oddrey is given a minor role in the school play. Although she is disappointed by this, she resolves to do the best she can to make the play a success. And when everything in the play starts to go wrong, Oddrey steps up and saves the day, using creative ways of making sure that the play is a success.

Among the content objectives for the read-aloud of *Oddrey* are those that deal with the lessons to be learned. Therefore, one objective of the lesson is to teach schoolchildren to be true to themselves. Another lesson to be learned is that children and persons should try their best to make difficult situations better.

In the sample lesson plan, there are three language objectives that may accompany the read-aloud, all of which feature English-Spanish cognates. The first language objective consists of teaching eight cognate English vocabulary words along with their Spanish cognates. The eight English cognate words are Tier Two words that require direct instruction: appear/*aparecer*, appreciate/*apreciar*, decide/*decidir*, improvise/*improvisar*, situation/*situación*, style/*estilo*, suppose/*suponer*, and unique/*único*. Montelongo, Hernández, and Herter (in preparation) suggest that the cognate pairs be presented and their meanings be front-loaded prior to the read-aloud and reviewed in context after the read-aloud and discussion of the story's theme. Front-loading the vocabulary establishes and activates connections between the English words and their meanings in Spanish. Every time the English words are heard in the context of the read-aloud text, the associations between the English words and their meanings in Spanish are strengthened. After the read-aloud, additional discussion, elaboration, or pictorial depiction of the English word's meaning relative to its Spanish cognate further strengthens the association. A word wall including both English and Spanish words may be hung in the classroom to strengthen the association (Hernández, Montelongo, Delgado, Holguín & Carmona, 2014).

One of the cognate vocabulary words, uniquely/*únicamente*, affords the possibility to teach Latino ELLs a suffix generalization: the English adverbial ending /-ly/ is frequently the equivalent of the Spanish ending /-mente/. To extend the lesson, other examples from *Oddrey* such as: apparently/*aparentemente*, differently/*diferentemente*, and really/*realmente*, can be included to strengthen the learning of the rule. Anchor charts comprised of exemplars of the suffix generalization may also be displayed in the classroom to continually remind students of the rule.

A third language objective is to teach a spelling rule for transforming English words into Spanish and vice-versa. The cognate word pair appear/*aparecer*, provides a springboard for teaching the rule that English words having a double consonant often become Spanish cognate words with a single consonant. The spelling mini-lesson may include other cognate words from the book which exemplify the rule: appreciate/*apreciar*, class/*clase*, different/*diferentemente*, and suppose/*suponer*. As with the suffix generalization, an anchor chart of the spelling rule may also be posted in the classroom.

A step-by-step plan for ordering the read-aloud and the mini-lessons is presented in Figure 2. As suggested in Figure 2, a teacher may begin the set of activities by introducing the eight cognate vocabulary words to establish the connections in memory between the English word and its Spanish meaning. This is best done by prompting the students with the English word and having them guess at its Spanish cognate equivalent. After listening to the students' response(s), the teacher provides the Spanish cognate. This sequence is repeated until all of the English-Spanish cognate associations have been introduced.

Following the frontloading of the vocabulary words, the teacher establishes grounding for the picture book's theme(s). In the case of *Oddrey*, a teacher might begin to discuss the issue of following others blindly by posing a question such as, "Do you do what others around you do so that you do not feel different? Another one of the themes in *Oddrey* is that persons should do all they can to make a bad situation better. Teachers may ask their students to recall cases of when someone did all they could to fix a situation that was not going well.

- **Frontload the English-Spanish cognate pairs prior to the read-aloud.**
 - Present the eight English words and have the students anticipate its Spanish equivalent. Discuss the concept of a cognate and the meaning of the two words.
- **Provide content background for the read-aloud.**
 - A teacher might begin with a discussion of “doing as everyone else does.” A teacher might ask, “Do you follow everyone’s example?” or, “Do you try to make the best of every situation?”
- **Read the Texas 2x2 picture book, *Oddrey* by Dave Whamond.**
- **Discuss the storyline and theme of *Oddrey*.**
 - The teacher and the students can discuss what happened in the story and how Oddrey saved the play.
- **Review cognate vocabulary in context.**
 - Following the discussion of the picture book’s theme, the teacher should review the cognate vocabulary words in context by re-reading the occurrences of the words in text and discussing and elaborating the meanings of the words.
- **Teach the generalization, English adverb ending /-ly/ = Spanish ending /-mente/.**
 - A teacher can present an anchor chart containing examples of the rule and leads the students to induce the rule by asking about the differences between the English and Spanish words. The students should be able to guess the rule: English adverbs ending in /-ly/ become Spanish adverbs ending in /-mente/.
- **Teach spelling generalization, double consonants in English words often become single consonants in Spanish words.**
 - A teacher can present an anchor chart that contains examples of English words possessing double consonants and their Spanish equivalents that contain single consonants. Following the examination of the list, students should be encouraged to generate examples of their own.

Figure 2. Procedural plan for *Oddrey* (Whamond, 2012)

Once the book has been read, the teacher begins with a discussion of the story and its theme. After the theme has been discussed, the teacher proceeds to review the eight cognate vocabulary words using the context provided by the story. This can be accomplished by either re-reading the occurrences of the vocabulary words in text, by presenting the occurrences visually either on a chart tablet or by displaying the occurrences on wall using a projector. Flashcards can also be used to further strengthen the association between the English and Spanish cognates.

The example lesson plans (Figure 1 & 2) invite teachers to craft and teach a cognate mini-lesson about the English adverbial suffix ending, /-ly/ and the equivalent /-mente/ suffix in Spanish. One way of presenting this lesson is through anchor charts which devote one column to the English words: “apparently,” “differently,” “really,” and “uniquely” and a second column to their respective Spanish cognate mates: *aparentemente*, *diferentemente*, *realmente*, and *únicamente*. An anchor chart should then be displayed on a classroom wall to remind students of what they learned.

For the final mini-lesson in Figure 2, a teacher can create a spelling lesson in which the students are taught that English words possessing a double consonant often become Spanish words having only one. Teachers can use anchor charts to present spelling rules such as the one provided in Figure 2. One way to do this, is to list the column of English words: “appear,” “appreciate,” “class,” “different,” and “suppose” on one side of the chart, side-by-side with the list of the respective Spanish cognates: *aparecer*, *apreciar*, *clase*, *diferente*, and *suponer*, on the other. For this example, students can readily

see that the double consonants in the English words become single consonants in the Spanish cognates.

CONCLUDING REMARKS

Our experiences in classrooms suggest that Latino ELLs feel empowered by their learning about English-Spanish cognates. Once they learn the concept of the cognate, Latino ELLs begin to notice them not only in their reading materials but also in their home environments. They are curious about cognates and about the relationships between the two languages. Students constantly ask questions about whether or not a word is a cognate and often point out the cognates they observe during lessons. The authors have observed fourth-grade Latino ELL schoolchildren remaining in their classrooms to search for cognates in textbooks and library books instead of going out to recess, further demonstrating that teaching Latino ELLs is educational and enjoyable, too (Hernández, Montelongo, Minjarez, & Oblack, 2011).

Teaching Latino ELLs about cognates puts them on the paths to bilingualism and bi-literacy. Teachers who feel that bilingualism and bi-literacy are important educational objectives for Latino ELLs can do their part toward the furtherance of this goal by including cognate mini-lessons as part of their picture book read-alouds. The Texas 2x2 children's books are especially excellent sources for introducing cognate vocabulary.

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